



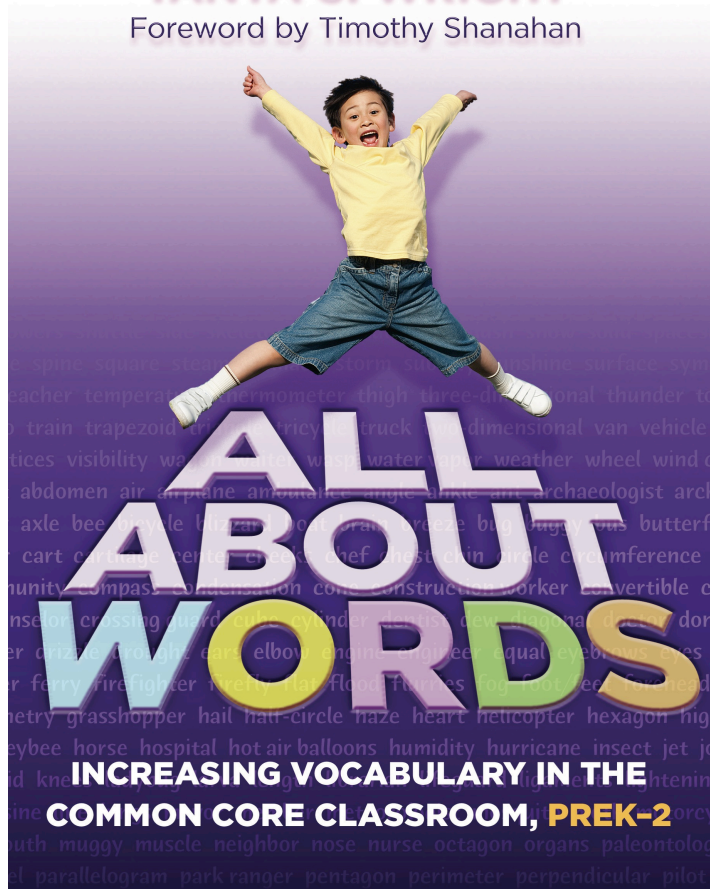
All about Words

In the Age of Common Core
Standards:
Guidance for Early Childhood
Educators

Susan B. Neuman
New York University

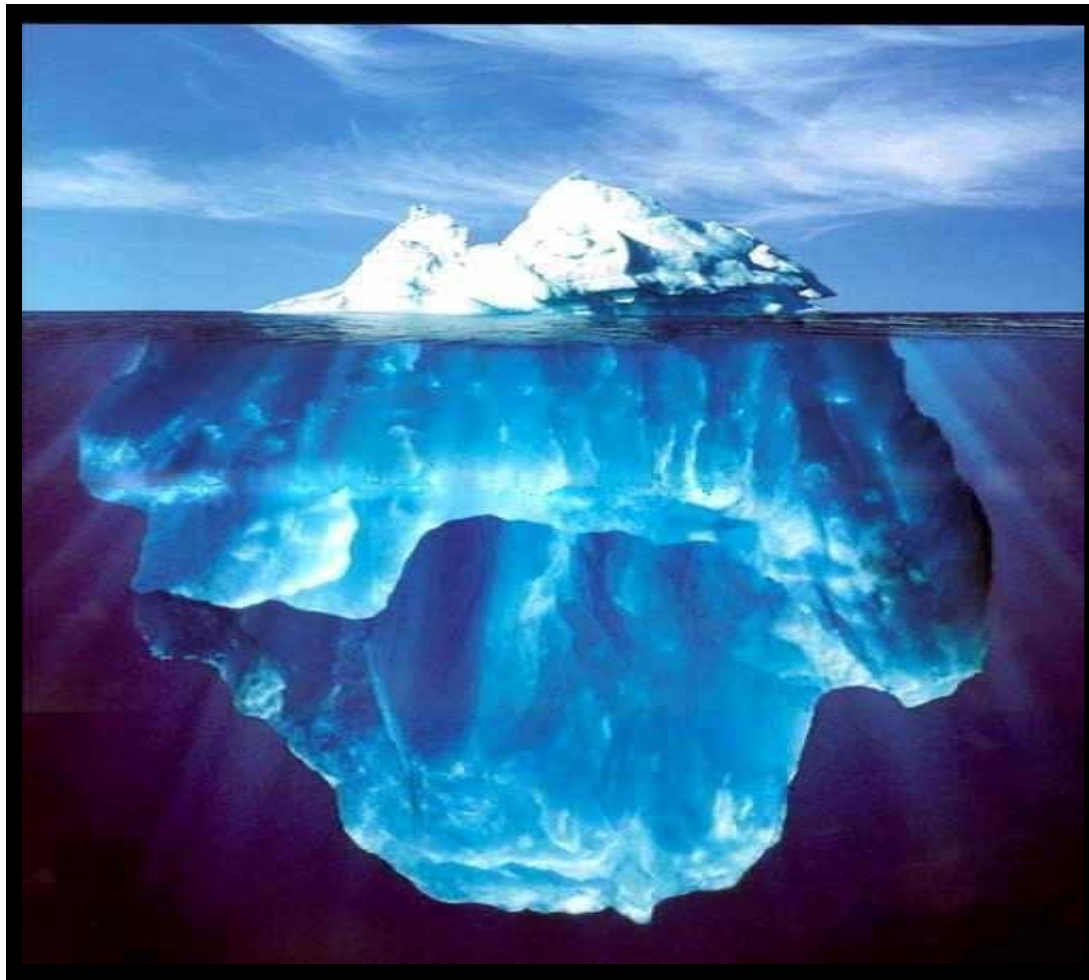
SUSAN B. NEUMAN
TANYA S. WRIGHT

Foreword by Timothy Shanahan



Teacher's
College
Press, 2013





Tip of the iceberg

- Knowledge
- Symbolic representations
- Build concepts



All about words

- Vocabulary is THE strongest predictor of children's achievement
 - Not only in elementary school but in high school

Relation to other skills



- The size of a child's vocabulary is related to their:
- 1) phonological development
- 2) background knowledge
- 3) ability to comprehend text
- 4) all of the above

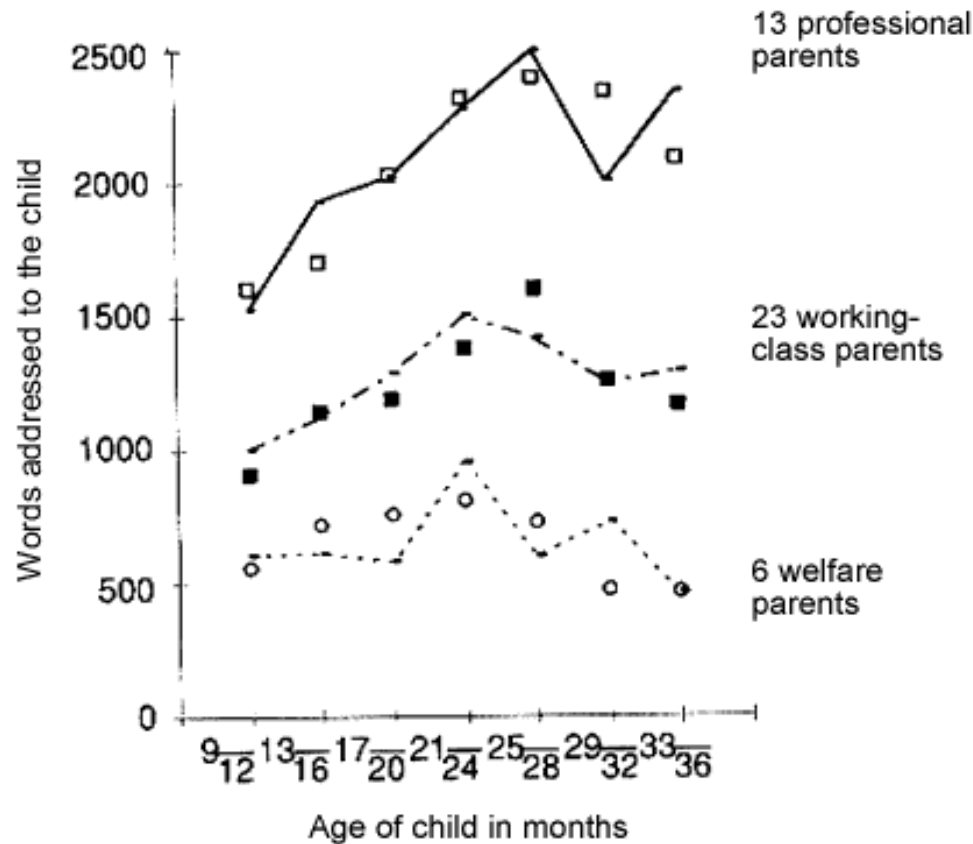


Poll question

- Children of poor, marginalized populations
- Children of families who speak a language other than English
- Mother's education



Risk factors



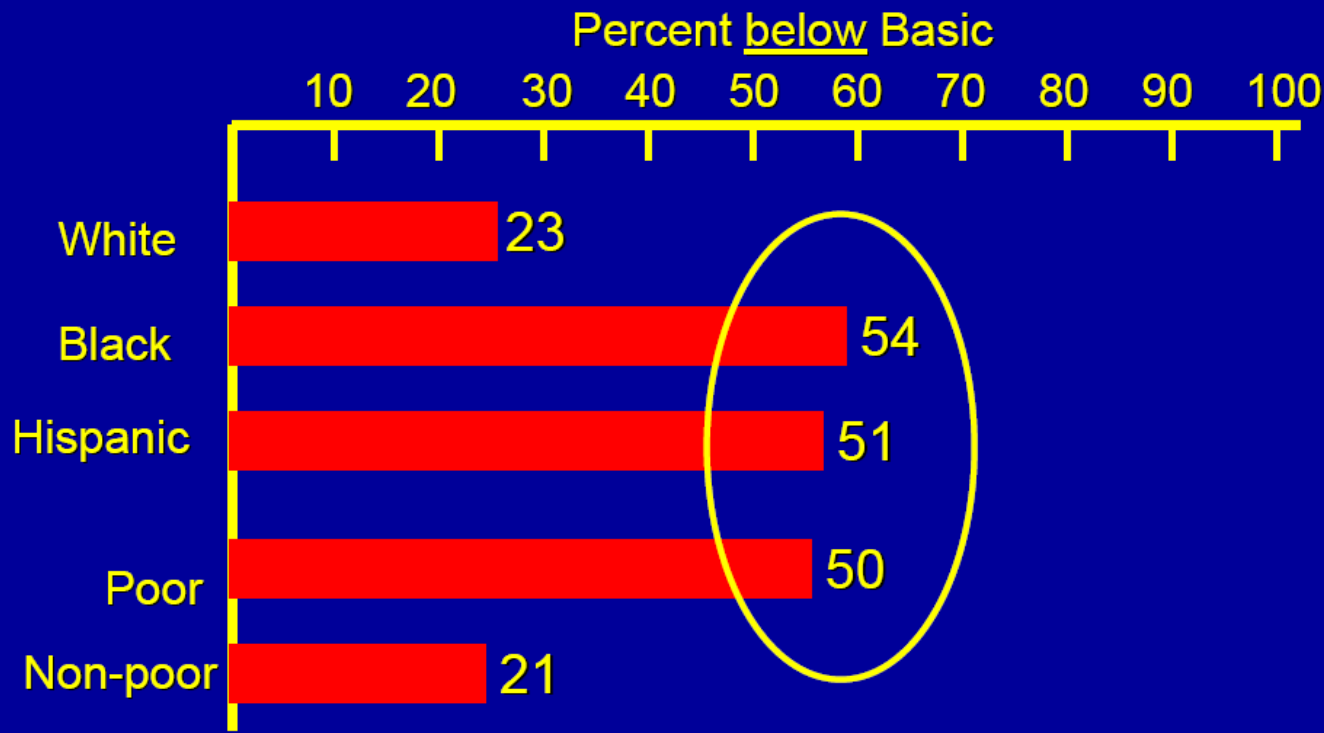
Hart and Risley...



Poverty

2007 results from National Assessment of Educational Progress at 4th Grade

Overall, 34% of 4th graders performed below the Basic Level of Proficiency in 17,600 schools



NAEP 2012

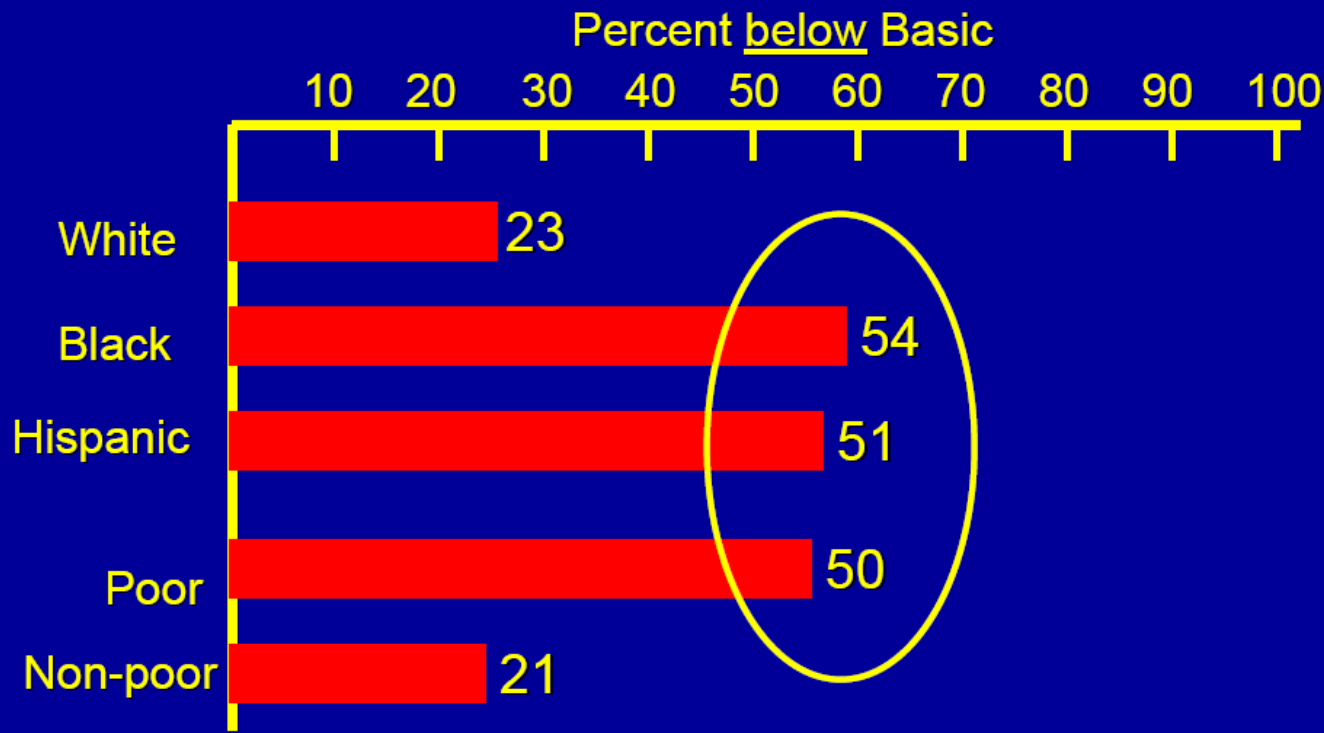
- Cumulative model of expectations
- Academic Vocabulary
- Building knowledge through texts
- Creating cross-textual experiences
- Integrating technology and print
- A focus on evidence

Common Core Standards



2007 results from National Assessment of Educational Progress at 4th Grade

Overall, 34% of 4th graders performed below the Basic Level of Proficiency in 17,600 schools



NAEP 2012

- The numbers are larger than you can imagine

No. of words
children will
need to know



- About how many words will children need to know when they finish high school
- 1) 1500
- 2) 10,000
- 3) 40,000
- 4) 80,000



Poll question

- Children are ‘word sponges’
- They learn words through activities
- Storybook reading
- “I do it all the time”



Common myths

- Why is this a problem?



- The limitations of 'teachable moments'
- 1) frequency of exposure
- 2) limited to particular context
- 3) not systematically heard by all children
- 4) all of the above



Poll question

- Children need explicit and implicit instruction

Lessons from two meta-analyses



- Children will need explicit AND implicit instruction
 - Explicit: A ‘cave’ is a hole in the mountain”
 - As opposed: What is a cave?
 - Implicit instruction: The families explored a cave and found some wild animals sleeping.



Key principles

- Word selection matters greatly
 - Words from core reading program
 - Platypus
 - Around
- OR:
 - Ride
 - move

○ Question: are these words important?

Key principle



- Multimedia, and multiple examples of words in context build depth of knowledge



Key principle

- Children will need repeated practice and review of words



Key principle

- INSTEAD: insects, antennae, segments, legs
- Parts of the body: brain, heart, lungs

Knowledge networks



- Identify words
- Build meaning
- Practice
- Review
- Progress-monitor

Establish an
instructional regime



- Ongoing professional development



Key principle

Creating a vocabulary rich environment





Creating cozy spots
for reading

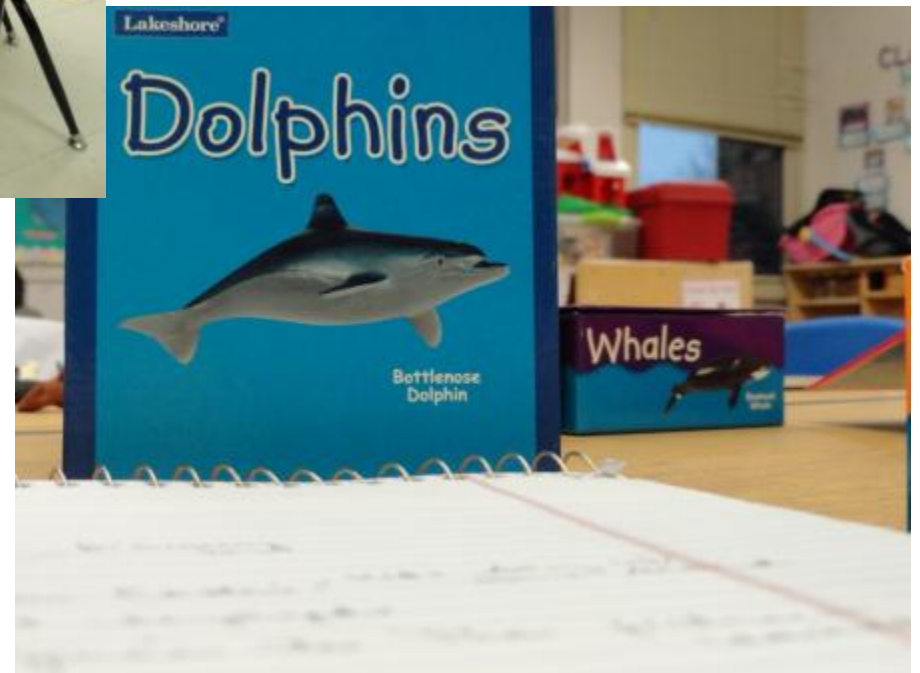




curiosity



ready to read



ready to read



Eye to eye instruction

- Strategies for promoting vocabulary

Building vocabulary



- The problem
- “A space probe is an unpiloted spacecraft that leaves Earth’s orbit to explore the Moon, planets, asteroids, comets, or other objects in outer space as directed by onboard computers and/or instructions sent from Earth.”
-
- Grade 6 text

Building vocabulary

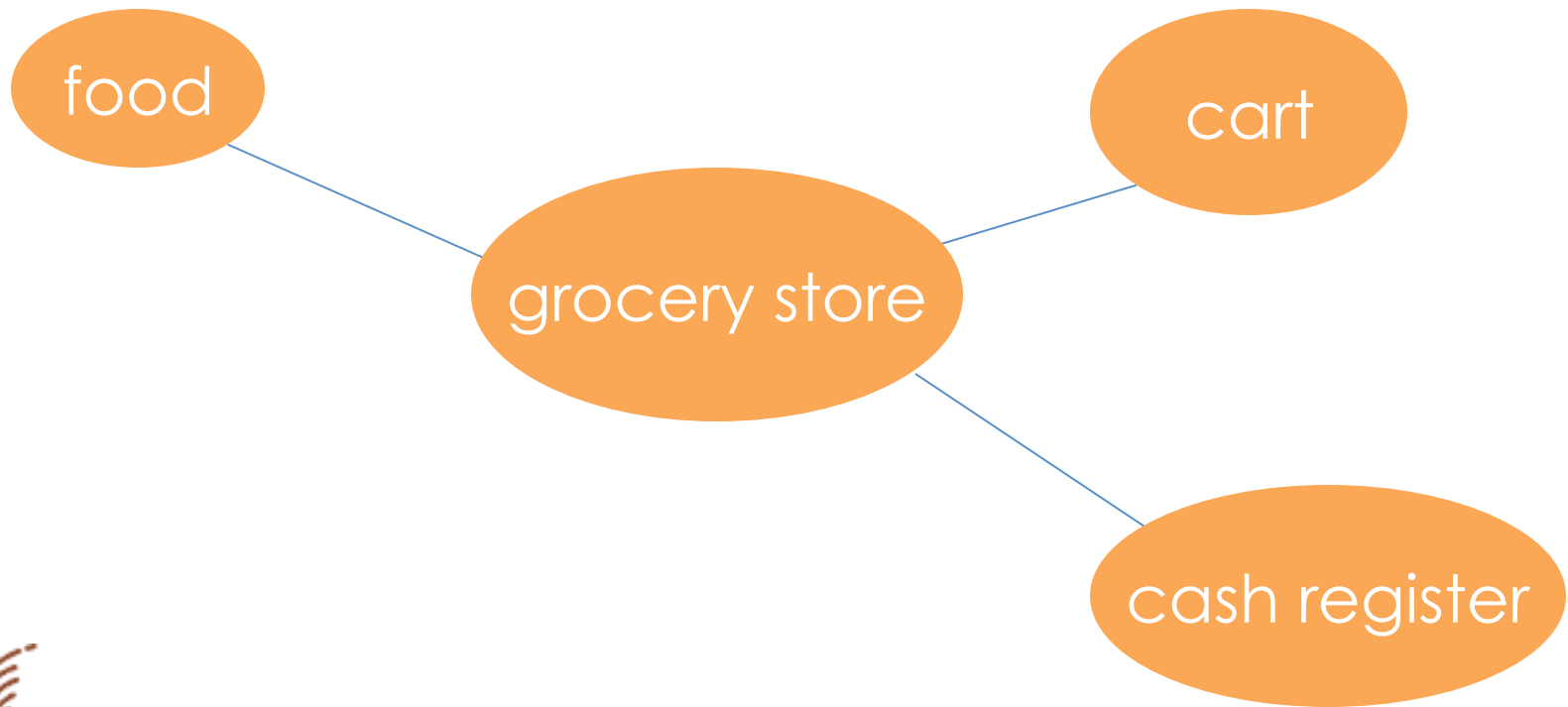


- 'asteroid'
 - 'comet'
 - 'Atmospheric conditions'
 - 'space probes'
-
- What is similar about them?



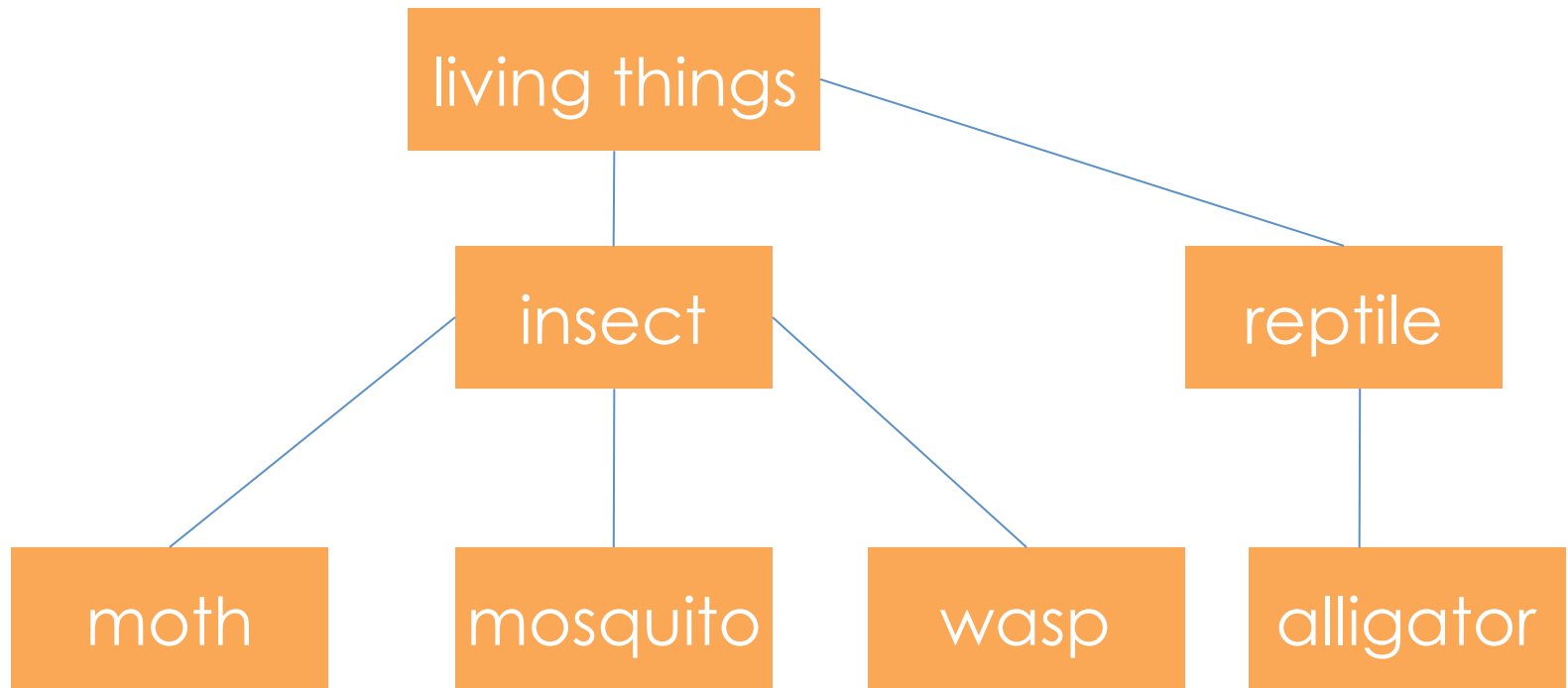
Difficult words

- Traditionally, much instruction has been designed around themes



thematic vs. categories

- We teach children words and content in categories



thematic vs. categories

- Not necessarily 'tier II' words
- Not necessarily 'academic' words
- Rather they are 'content-specific' words: words that are essential for learning content

- STEP 1



Difficult words

- Plants
 - Stems, petals, leaves,
 - Photosynthesis; oxygen and carbon dioxide
- All about me
 - Heart, lung, brain, blood



An example

- A common teaching sequence
 - Identify words: 8-10
 - Child-friendly definition
 - “A dolphin is a marine mammal. It looks like a fish but it has lungs and breathes air just like us”
 - STEP 2

How do we go about
teaching
vocabulary?



- Give children many opportunities for guided practice.
 - Pictures; rhymes; riddles;
 - Call and response techniques



Step 3

- Distributed review
 - Over learning
 - Weekly, monthly, and over time



Step 4

○ Progress monitor

WOW Labels

Point to the picture that shows a katydid.



Category distractor



Target



Thematic distractor

WOW Hybrid

Which is an insect? (*Category membership*)

Which has 3 body segments? (*Conceptual properties*)



Target



Thematic distractor



Out-of-Category distractor

Step 5





New words

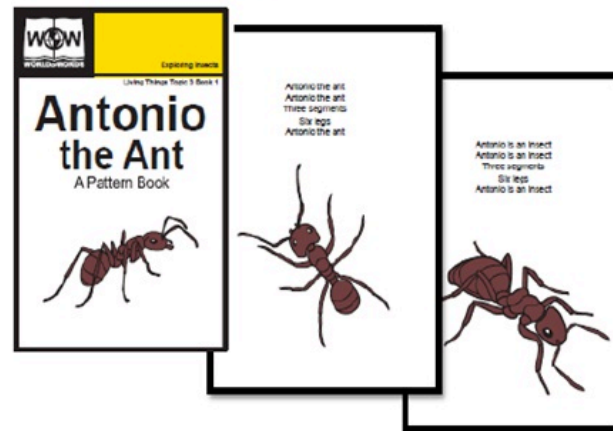
- Teach content-rich words (5-step series)
- +
- Make sure these words are related in categories (to form a semantic network)
- =
- SELF TEACHING DEVICE
 - Ex: Is a spider an insect? A spider has 8 legs, and all others have 6, so it is not a spider



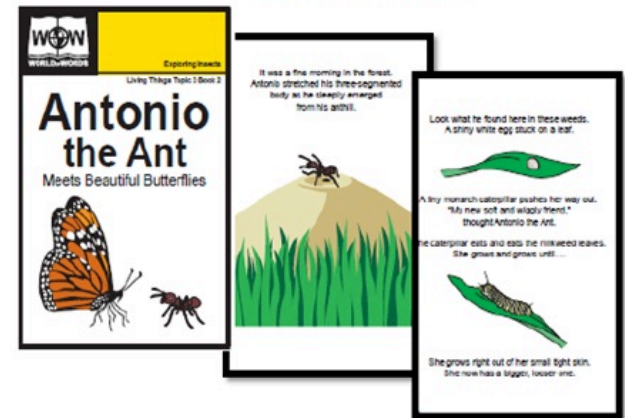
To summarize

○ Text sets

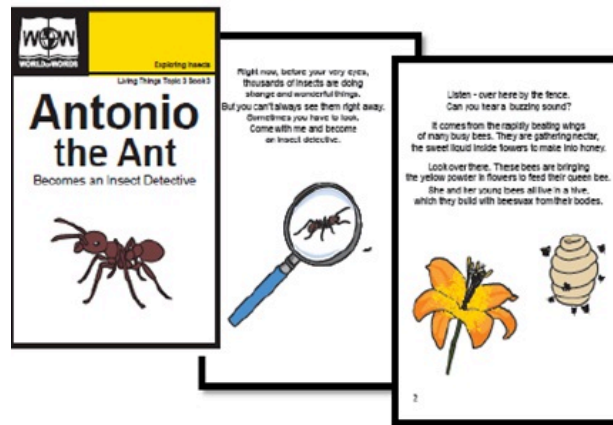
Book 1: Pattern Book



Book 2: Transitional Text



Book 3: Transitional Text



Book 4: Informational Text



Materials to use

- Focus on a topic of interest
- A series of books that use multiple genre
 - Pattern books or predictable books
 - Narrative nonfiction
 - Informational

Features of text sets



- Daily readings of books in text sets
- Start with predictable books (gives children the names they can remember)
- Move on to narrative nonfiction; spend at least two times a week reading these books
- Turn to Information books

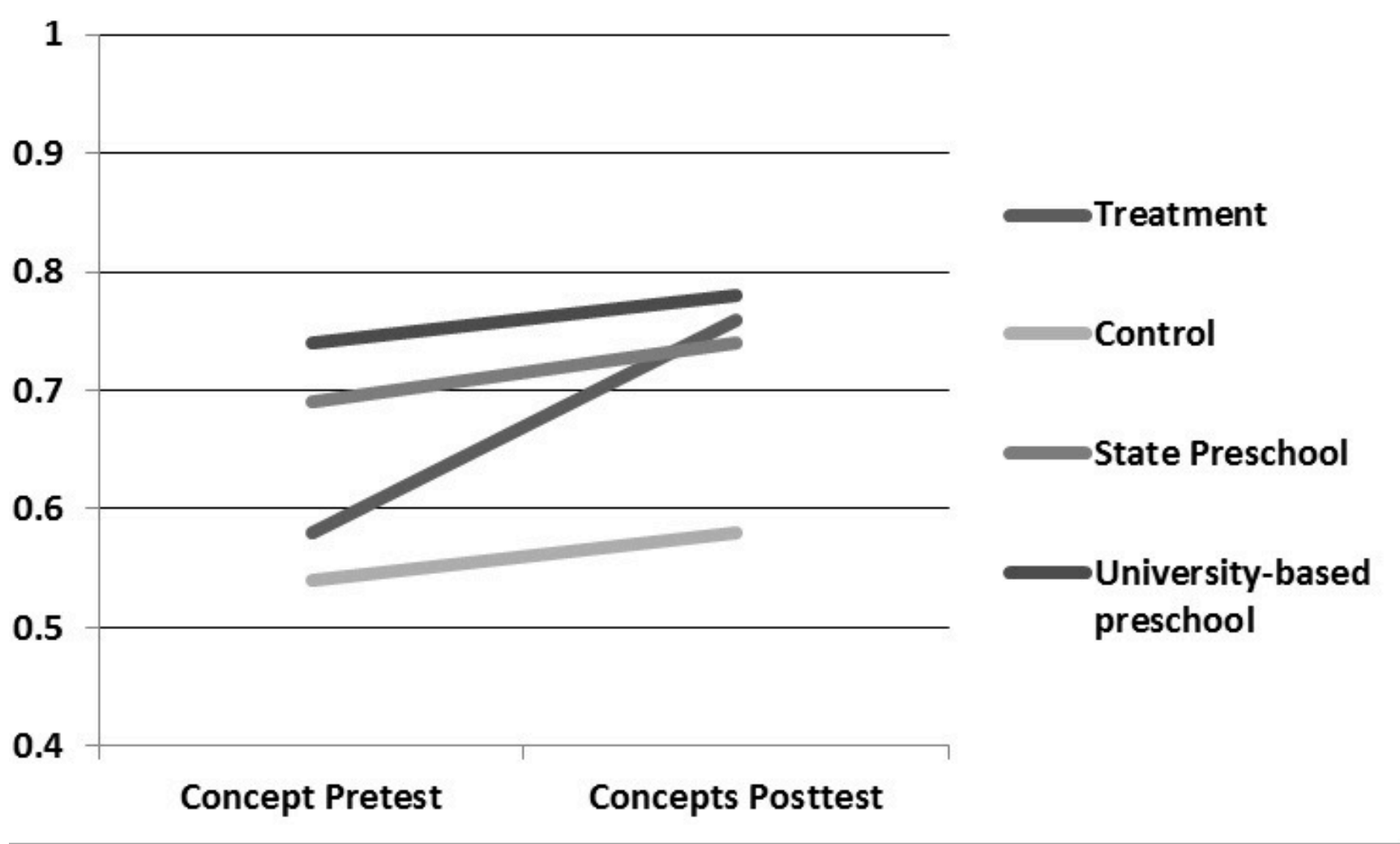


Activities

- Supports word knowledge and conceptual development
- Enables children to develop 'inter-textual links' as they compare and contrast across genres
- Helps them to learn the 'features of information books.'

Why is it
powerful?





Evidence

○ Principles:

- The notion of acceleration
- Content-rich vocabulary
- Organization of word knowledge
- Use of text sets
- Gradual release of control
- Lots of practice and distributed review
- Don't be afraid of challenging students; they love it!



Reducing disparities

- For children to successfully meet the expectations of the Common Core Standards-
- 1) academic vocabulary
- 2) ability to understand complex texts
- 3) ability to use multiple media
- 4) all of the above



Poll Question

Book: All About Words (Teachers ' College Press, 2013)

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Contact information

